

# **GLOBAL ONLINE/DISTANCE EDUCATION SYMPOSIUM**

## **ABSTRACTS**

**February 20-21, 2015**

Sponsored by

*SCHOOL OF EDUCATION*  
UNIVERSITY OF RIVERSIDE  
Riverside, California • 92505



UNIVERSITY of RIVERSIDE  
*Strength in Excellence.*

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## **PROGRAM**

**FEBRUARY 20-21, 2015**

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# CONFERENCE HEADQUARTERS

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Mrs. Veronica Venegas, University of Riverside, Riverside, California

Miss Dilushika Senarathgoda, University of Riverside, California

Miss Megan Adams, University of Riverside, California

## SESSION CHAIR

Mawousse Imaku

## MESSAGE FROM THE CHAIR



It is with great pleasure, I want to welcome presenters, organizing committee members, reviewers and session chairs to our conference dealing with global nursing issues. This conference is designed to serve as an important meeting for the discussion and exchange of ideas and information to enhance understanding, appreciation, and cooperation among diverse groups of professionals. The sessions and the abstracts deal with opportunities and challenges faced by professionals in the new global environment.

This document contains abstracts in several important subject areas of nursing. The collection exhibits an excellent selection of quality submissions. The authors are from various educational institutions located in different parts of the world. Please note that book of abstract of this symposium are distributed globally.

I want to extend my sincere thanks to conference organizers and participants for their support.

A handwritten signature in black ink, appearing to read 'Raj K. Singh', with a stylized underline.

Raj K. Singh, Ph.D.  
Conference Chair

# Global Online/Distance Education Symposium Schedule of Presenters Friday, February 20, 2015



8:30 am	Registration	
9:00 am	Welcome Address	<b>Mawousse Imaku USA</b>
9:30 am	Coaching Conversations Online: A Study of Coach Training Effectiveness	<b>Mike Vandermark, PhD USA</b>
10:15 am	Teaching with Technology: A Perspective on Distance Learning in Higher Education	<b>Dr. Ezinwa Ogbechie USA</b>
11:00 am	<b>Break (Group Picture)</b>	
11:15 pm	Achievement Motivation in an On-line World	<b>Dr. Christa Banton USA</b>
12:00 pm	Training For Quality: Creating a Quality Feedback Loop for Online Instructors	<b>Amanda Cushman USA</b>



# Global Online/Distance Education Symposium Schedule of Presenters Saturday, February 21, 2015



8:30 am	Registration	
9:00 am	Welcome Address	<b>Mawousse Imaku USA</b>
9:30 am	Innovative Learning as a Catalyst to Quality Education and Effectiveness	<b>Dr. Henrietta Okoro USA Skype</b>
10:15 am	The Role of the Faculty in Distance Education Members	<b>Dr. Humood Bin Salamah Saudi Arabia</b>
11:00 am	<b>Break (Group Picture)</b>	
11:15 am	Development, Implementation, and Evaluation of a Grading Rubric for Online Discussions	<b>Mawousse Imaku USA</b>
12:00 pm	Using Mobile Technology for Employees Training in their Workplaces	<b>Dr. Slah Alsaleh Saudi Arabia</b>
12:45 pm	Presentation of Certificates	<b>Mawousse Imaku USA</b>



# ABOUT THE AUTHORS

**Christa Banton, EdD, MS, BCPC:** Dr. Banton received her BA in Psychology from California State University, San Bernardino. She received a MS in Counseling Psychology in 2004 from California Baptist University, she received another MS in Psychology, Public Administration and Social Change from Walden University in 2013. She received her EdD in Educational Leadership from Argosy University in 2012. She is also a graduate of San Bernardino County's Management Leadership Academy.

Dr. Banton has specialized in working in the field of case management practice, public policy administration, and social program design and implementation. She has presented, taught, and trained on a variety of topics including clinical psychology, special health care needs for foster children, achievement motivation for high risk youth, residentially based services, integration of corrections and community, abnormal psychology, foster care placement issues, organizational behavior, and child welfare practice. Dr. Banton currently teaches at the University of Phoenix, University of Riverside, and the Public Child Welfare Training Academy through San Diego State University. Dr. Banton also has published book reviews in the CAMFT publication *The Therapist* on "Developing an Empirically Based Practice Initiative: A Case Study in CPS Supervision" and "Clinical Issues with Interracial Couples"

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Amanda Cushman serves as the Manager of Instructor Development & Course Quality at UC Irvine's Distance Learning Center, which is just a fancy way of saying she helps people learn how to be effective and engaging online instructors. She graduated Magna Cum Laude from Georgetown University with her B.S. in Business Administration and received her M.A. in Education from UCLA. She now uses both facets of her educational background to co-create unique learning experiences for UC Irvines's Extension courses and to develop innovative solutions to online education challenges.

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Mr. Imaku came from Hamburg, West Germany after six years of studying as Industrial Management, at Hamburg University and later moved to the USA in 1983. Mr. Imaku earned Master of Business Administration, Emphasis in Technology Management and Bachelor of Science in Business Management both from University of Phoenix Ontario CA, Associate of Science Degree, in Aviation Management from

Cypress College. Mr. Imaku is Ph.D. Candidate, (ABD), in Management, emphasis in Information Systems Management from Walden University, with an expected completion 2013.

Mr. Imaku has worked for several large organizations such as Boeing Commercial Aircraft Divisions, GGS Information Systems, Thales Inflight Entertainment Systems and Northrop Grumman Corporation as a Program Manager, Product Support Supervisor and Principal Technical Writer/Editor, in all Components on MD-11, Boeing 717, 727, 737, 747, C-17 Global as well as B2-A. Mr. Imaku is a licensed Pilot and currently self-employ as a Technical Publications Consultant for an Aerospace Company here in Anaheim. He has over twenty years' experience in Technical Publications, Program Management, Customer Product Support, Project Management/Operations Management and higher education management in distance learning. Today, Mr. Imaku wears multiple hats, as an adjunct professor – online and Global Conferences Ambassador at University of Riverside.

#### RESEARCH PUBLICATION:

Imaku, A. M & Ezenezi, R. E. (2011). Impact of Transformational Change in Organizational Change Models. Leadership & Organizational Management Journal. Franklin Publishing Company June 15, 2011.

Bilingual in English and German, both written & oral.

Imaku has a passion for learning and enjoys helping students realize the joy that learning can bring.

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Dr Ogbechie is a distinguished professor of Psychology and Management at the University of Riverside, Riverside, California, where she also serves as a member of the Peer Review and Organizing Committee.

She obtained her Ph.D. in Psychology from the University of Port Harcourt, with research concentration on the “ Effect of Metacognitive instructional Strategies on the Academic Achievement of Students”, a Master’s degree in Guidance and Counseling from the same University and a Bachelor’s degree in Biological Sciences from the Delta State University.

She has more than 22 years of teaching experience and highly experienced in Career Guidance, family, individual and group counseling. She has diverse experience in Behavior Modification techniques. Dr Ogbechie is an executive director in oil and gas servicing company which is responsible for drilled waste management, flocculation, fixation, thermal desorption, instrumentation and test and certification. She has been involved in many enlightenment programs that include: Sensitization, workshops and seminar co-ordination in the drug abuse and cultism in the developing countries.

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As an adjunct professor, Dr. Henrietta Okoro has taught at the undergraduate and graduate levels for over five years in the areas of leadership, management, business, accounting, and information systems and technology. Having lectured in several universities (Colorado Technical University, National University, and Ashford University), she played important roles in many of the ground-breaking initiatives that contributes to students' growth and academic excellence. Dr. Okoro has a diverse educational background; ranging from a Higher National Diploma in Banking and Finance, Bachelors Degree in Business Administration, dual Masters Degree in Business Management and Accounting, and a Doctorate in Organizational Leadership with specialization in Information Systems and Technology.

On the IT industry, Dr. Okoro has also created a niche, over 12 years of successfully leading the software quality control and assurance in a Telecommunication industry. She has over 22 years of professional experience in information technology, accounting, and management. In addition, she is an executive director in an Oil and Gas Services Company and Chief Executive Officer in a management consulting firm.

Dr. Okoro is a published author and has presented and published several peer reviewed articles in the field of management, leadership, and information technology. She is the Editor-in-chief for Journal of ANWAD (an international peer reviewed journal for integrated research), a peer reviewer for the global mindset and management conference proceedings, and the national president for Association of Nigerian Women Academic Doctors, Inc., (a non-profit organization that advocates for research, educational development, and women empowerment). The list of her past and recent publications can be accessed via:

[www.cyttagrouplc.com/publications.php](http://www.cyttagrouplc.com/publications.php). She is a certified software test engineer (CSTE); a senior member with Quality Assurance Institute (QAI) and American Society for Quality (ASQ). Dr. Okoro is married with four children.

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Dr. Michael Vandermark graduated with a BS in Business Administration From Arizona State University and earned his MS and PhD degrees from Fielding Graduate University. After completing his bachelor's degree Dr. Vandermark served for 10 years as a pilot in the US Air Force. Following his military service and during the completion of his masters and doctoral degrees, he served as a pilot for US Airways. Throughout his flying career and to this day, Dr. Vandermark has contributed as adjunct faculty for a number of universities, including Embry-Riddle Aeronautical University, The School of Advanced Studies (doctoral programs) at the University of Phoenix, Northern Arizona University, Cappella University, and the University of the Incarnate Word (San Antonio).

Dr. Vandermark became licensed as an industrial/organizational psychologist in 1990 and has worked in the field of organizational consulting ever since. While flying for US Airways, he served as a pilot, the Manager of Human Factors and Training, and ultimately as Corporate Consulting Psychologist for the airline. For the past 25 years, he has served multinational organizations in areas related to aviation psychology, organizational effectiveness and design, executive coaching, organization development, and human resource systems.

Dr. Vandermark has authored two books related to organizational psychology and a number of workbooks and coaching programs, many of which call upon the use of online technology coupled with musical parody to affect successful learning. He lives with his wife Lynn, in Scottsdale, Arizona.

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# **TRAINING FOR QUALITY: CREATING A QUALITY FEEDBACK LOOP FOR ONLINE INSTRUCTORS**

**By:**

**Amanda Cushman**

**University of California Irvine**

**Irvine, California, USA**

## **Abstract**

As institutions expand their offerings of online courses, it becomes necessary to adopt some sort of scalable system for training instructors in online instructional pedagogy and educational technologies. Additionally, many institutions seek to deploy some sort of online course quality standards and associated quality review protocol.

UC Irvine Extension has adopted a set of online course quality standards, tailored from those of several professional online education organizations. For the past year and a half, we have used our standards and the associated rubric system to review the majority of our online courses and provide feedback to the instructors and departments offering these courses. Using a database system, we can track course quality quantitative scores over time and have already seen positive improvements on many key items across our courses. This quality review process also provides valuable feedback into our training process, to help hone our focus on training instructors to design and facilitate courses using best practice approaches.

In this talk, we present an overview of the instructor training and quality review process developed over a multi-year period at UC Irvine Extension. Specifically, we share our approach for combining self-access resources, monthly web-based seminars, and a structured personal mentor approach to guide the instructor through the initial development to course offering. We recently surveyed and conducted focus groups of our new and veteran online instructors about their experience with our training process and will share the results from that study.

# **TEACHING WITH TECHNOLOGY: A PERSPECTIVE ON DISTANCE LEARNING IN HIGHER EDUCATION**

**By:**

**Dr. Ezinwa Ogbechie  
University of Riverside  
Riverside, CA, USA**

## **Abstract**

Teaching with technology in Higher Education may mean different things to different individuals. For some people, it could mean the use of classroom response system (CRS) like clickers and PowerPoint to make lecture presentations to students, and yet, to others, it could mean the use of web-based applications and interactive activities like simulations and podcasts to deliver instruction. Teaching with technology is much more than these and it involves the use of these tools in the planning, process, content and delivery of curriculum. When technology is involved, distance and online learning are synonymous with each other.

Today, distance learning, online programs and eLearning platforms utilize various forms of media, information technology and the Internet to deliver course materials. Online or distance learning in colleges and Universities will require a lot of technology to deliver the course via audio or video conferencing. In distance/online learning, students gain competitive advantage by getting acquainted with the various technologies which they will come across in their future work or business places. Students have the convenience of working from home, on their own schedule and also develop the skills of virtual team, internet and technology with distance learning. On the other hand, access and interaction among students as well as between them and their instructor are limited. Synchronous and Asynchronous classes are both online classes where the students and their instructors are either online at the same time or at different times respectively. Various online learning platforms exist e.g. Angel, Blackboard, Moodle, Sakai etc. Technology is effective with the 5E instructional model. Various technology teaching tools are used for different aspects of the teaching process.

# **INNOVATIVE LEARNING AS A CATALYST TO QUALITY EDUCATION AND EFFECTIVENESS**

**By:**

**Henrietta Okoro, DM  
University of Riverside  
Riverside, CA, USA**

## **Abstract**

The rapid advancement in technology and innovations calls for revolution of skills, proficiencies, and approaches in education and work environment. This necessitates a shift in the curriculum used in the traditional educational system. High expectations from students necessitate effective teaching, support, and resources from educational administrators. The integration of innovative methods in institutions has the tendency to improve education, reinforce governance, spur human development, and empower learners and teachers. The purpose of this paper is to review teaching styles, multimedia teaching methods, and recommend valuable innovative teaching methods that can help to impart knowledge to the students.

**Keywords:** Innovation, Education, Performance, Quality, Resources, Skills, Technology, Tools.

# **THE ROLE OF THE FACULTY IN DISTANCE EDUCATION MEMBERS**

**By:**

**Dr. Humood Bin Salamah**

**Saudi Arabia**

## **Abstract**

**Objective and motivation:** Distance Education is a new, global technology-based education to facilitate easy, immediate learning and interaction for communicators, teachers, and students in education programs. Distance Education can provide mass-education for everyone. It leads people to learn individually and shifts responsibility for learning from instructors to students. It facilitates student selection of courses and content to reflect their needs and motivations. It provides creative and qualified ideas and information to motivate students from diverse backgrounds.

# **USING MOBILE TECHNOLOGY FOR EMPLOYEES TRAINING IN THEIR WORKPLACES**

**By:**

**Dr. Alsaleh Slah**

**King Saud University**

**Riyadh, Saudi Arabia**

## **Abstract**

This research investigates the use of mobile technology to train the employees in in their workplace. The research breaks new ground toward understanding how mangers could use mobile devices to train their employees, how to develop training materials which are deliverable through mobile devices to allow employees to complete a training course with no need for a physical gather. The research evaluates the effectiveness of the mobile training and transferability to the workplace environment. The research uses an existing framework to guide the research, analysis, and evaluation. It also addresses the social and personal aspects of learning within different physical and virtual locations to participate and interact with other people, information, or systems.

# COACHING CONVERSATIONS ONLINE: A STUDY OF COACH TRAINING EFFECTIVENESS

By:

**Mike Vandermark, PhD**

**University of Pheonix**

**Pheonix, Arizona, USA**

## **Abstract**

The purpose of the study was to identify attitude change regarding effective coaching behaviors among online participants who completed an 8-week coach training program. The research aimed to determine the effectiveness of a short-term, adult learning theory-based coach education program utilizing principles and practices of the 4th generation of Six Sigma as the basis for the coaching process. The webinar-based study design also included musical coaching parodies as teaching tools. A pre and post coaching attitude survey determined participant attitude change. The results of a one-way ANOVA  $F$  test provided evidence of a positive shift of participants' attitudes toward effective coaching behaviors during the program,  $F(1,3) = 8.53, p = .004$ , indicating a significant relationship between pre and post measures of attitudes. These findings substantiate the effectiveness of short-term online coach training, to include innovative use of music and parody as training interventions.